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ABSTRACT

This Transfer Enhancement Plan was prepared by the Transfer Task Force from the City College of San Francisco (CCSF). The purpose of the plan is to improve the transfer success of all CCSF students. This report reviews current transfer structure, efforts, activities, and programs, and identifies successful transfer efforts that should be supported or expanded, as well as issues that must be addressed. Such issues include the low rates of transfer among underrepresented groups such as African American and Hispanic students, and financial barriers to transfer due to low socio-economic status. External factors, such as enforcing Math and English transfer requirements and the rollback of affirmative action, may also hinder transfer efforts. The Transfer Enhancement Plan is divided into four major areas that explore and enhance CCSF's transfer function: (1) college leadership, (2) academic programs, (3) retention/student support services, and (4) access and outreach. In each of the areas, the goals to be accomplished are highlighted, and strategies and action plans necessary to accomplish each goal are included. A grid delineates associated time frames, resources, and college units responsible for each activity. A glossary of terms is provided. Appendices include recommendations from the 1994 transfer symposium, SCANS Competencies, and CCSF student support services and programs. (YKH)

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ED 416 942

# TRANSFER ENHANCEMENT PLAN

# City College of San Francisco

A Report Prepared by the Transfer Task Force

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# Final Report for Adoption by the Board of Trustees

January 1998

City College of San Francisco wishes to acknowledge the fine work of the Transfer Task Force. The following people served on the Transfer Task Force during the draft of this document:

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## INTRODUCTION

Among City College of San Francisco's multiple educational missions are the provisioning of programs to promote career education, associate degrees, transfer to a baccalaureate-granting institution, economic development, competence in English as a Second Language, completion of an adult high school diploma, and cultural and personal enrichment.

This plan focuses on one of those missions: transfer education. The intent of the Transfer Enhancement Plan is to improve the transfer success of all City College students.

During the 1995/96 academic year, a Transfer Task Force was formed as a subcommittee of the Master Plan Committee to develop a Transfer Enhancement Plan. The Transfer Enhancement Plan is part of a broader strategic planning effort currently in progress at City College. The Task Force reviewed the current structure, efforts, activities and programs at City College as they relate to transfer. The report takes into consideration the transfer mission of the college, the CCC Transfer Symposium recommendations on transfer (listed in Appendix A), and data currently available to the committee on CCSF student transfer performance and transfer needs. In this Plan, the Task Force identifies successful transfer efforts at the college that should be supported, and in some cases expanded, and also identifies transfer issues that need to be addressed.

City College of San Francisco is one of the leading transfer institutions in the nation. During the 1995/96 academic year, CCSF transferred 1,553 students to the University of California and the California State University systems combined (251 to the UC system and 1,302 to the CSU system). In 1995/96, City College transferred more students than any other community college in California to the CSU system, and ranked in the top 10 colleges in transfers to the UC system. Students transferring from City College also attend private colleges and universities in California and throughout the nation. At this time however, the precise number of CCSF transfers to private and out-of-state institutions is not available.

All City College students who wish to transfer to a baccalaureate-granting institution go through the same structure and processes at the college. However, not all students (or groups of students) come to City College with the same understanding of how to advance through the structure successfully. Some students may not have good study habits, or know what classes to take in order to transfer in a timely manner, how to get financial assistance, or what services and programs are available to them. The goals outlined in the Transfer Enhancement Plan are intended to serve all City College students. However, some of our students from underrepresented groups are not transferring as well as students from other groups. To address this concern, there are parts of the Plan which focus on improving the transfer numbers of students from underrepresented groups.

City College was chosen as one of eight colleges nationally for the "Cultures of Success" project, a program funded by the Ford Foundation to examine why students succeed in transferring to baccalaureate colleges in higher than average numbers. City College was selected for this study because we are an urban college with high transfer numbers. An ethnographer with the project

studied CCSF's transfer function during the 1995/96 academic year. Some students interviewed for the study identified financial barriers hindering their transfer success at the college. Some students stated that they couldn't afford to attend college full-time because they needed to work. Other students felt that there was not enough financial aid available to them, or that they didn't know about the various types of financial aid at CCSF and/or the transfer institution. These financial barriers are troubling given that many of our students have low socio-economic status. Over 65% of the respondents to the 1993 Student Information Questionnaire (SIQ) reported an individual income of under $10,000, and during the Spring 1996 semester, almost 9,500 of our students received some type of Federal assistance (TANF, Food Stamps, and General Assistance).

There are also external factors which may affect how successful our transfer efforts are at City College For example, the California State University (CSU) system will begin to enforce a policy of accepting only those community college transfer students who have met Math and English transfer requirements. San Francisco State University will begin enforcing this policy during the Fall 1997 term. During the 1995/96 academic year, a large number of City College students were admitted to CSU colleges but had not completed transfer requirements: 352 CCSF students did not complete English transfer requirements; 221 CCSF students did not complete Math transfer requirements; and 131 CCSF students did not complete both the CSU Math and English transfer requirements. Enforcement of this policy may cause a short-term drop in the number of transfers to the CSU system. Also affecting CCSF's transfer efforts is the rollback of affirmative action policies throughout the University of California (UC) system, and the passing last year of Proposition 209 (the California Civil Rights Initiative). There is a 9.9% decrease in the number of African American high school students applying to the UC system, and a 8.7% decrease in applications from Latino/Chicano[1] students for the Fall 1997 term. In contrast, the number of Asian high school students applying to the UC system rose 6.2% and the number of applications from white students rose 5.2% for the same time period (San Francisco Examiner: 2/5/97).

Although CCSF has high overall numbers of students who transfer, transfer numbers for students from underrepresented groups are low in some instances. For example, during the 1995/96 academic year, CCSF transferred 10 African American students to the University of California system. This represents a low 4% of the total number of CCSF transfers to the UC system. (As a means of comparison, African Americans comprised 8.9% of the total Credit student body in Fall 1995). Similarly, CCSF transferred 20 Latino/Chicano students in 1995/96 to the UC system, only 8% of the total CCSF transfers. (14.7% of the Credit student body in Fall 1995 were Latino/Chicano). The numbers of students from these two underrepresented groups transferring to the California State University system are also low. African American students represented 93 or 7.1% of the total number of transfers in 1995/96, while Latinos/Chicanos represented 117 or 9.0% of the total. These are examples of two groups of underrepresented students the college may be able to serve better through improved transfer efforts.

[1] The term "Hispanic" is used at the National and State levels as an ethnic category heading to describe all persons of Hispanic and/or Latino descent.

**Challenge to the College Community**

The Transfer Enhancement Plan calls upon the college community to reaffirm its commitment to transfer education; to evaluate its current efforts to facilitate student transfer; and to identify ways in which the institution and its members can expedite the transfer process. Student transfer requires a campuswide effort over an extended period of time. The Transfer Enhancement Plan challenges all segments of the City College community to collaborate in an effort to create an organizational culture that values baccalaureate and professional education and supports students in the pursuit of lifelong educational goals. The Transfer Enhancement Plan enables the college community to develop a systematic and coordinated approach to supporting and serving transfer students.

The Transfer Enhancement Plan is divided into four major areas that explore and enhance the College's transfer function. The four areas of the plan, followed by issues that the committee found which need to be addressed under each area, are:

**College Leadership:** College leadership needs to coordinate the collegewide support for the transfer mission. Transfer is an institution-wide function be to addressed by all groups and all activities at the college.

**Academic Programs:** The college's academic programs should always enhance the students' ability to transfer, particularly students from underrepresented groups.

**Retention / Student Support Services:** Student support services should reach more students and provide more information to students in a friendly manner with a goal of retaining them and helping them transfer.

**Access and Outreach:** 1) Students from all groups, particularly students from non-traditional and/or underrepresented groups should be included in the transfer function. 2) A structure and process which supports students through the transfer process to the baccalaureate degree should be further defined and enhanced.

In each of the four areas of the Transfer Enhancement Plan, the goals to be accomplished are highlighted, and strategies and action plans necessary to accomplish each goal are included. Key words of each strategy statement are printed in bold and correspond to the strategies listed in the first column of the Action Plan grid. The Action Plan grid delineates associated timeframes, resources, and college units responsible for each activity identified in the Plan. The Transfer Task Force will complete the Action Plan grid during the implementation phase of the Plan. The Task Force recognizes that this Plan is a living document which will change as times change. Among the issues to be addressed by the Task Force during the implementation phase will be how to integrate the Plan into the college's shared governance system, additional funding support, and additional enhancements for student success ( such as library orientations and training for CCSF transfer students).

*OVERALL TRANSFER ENHANCEMENT GOALS*

**To work together to create a college culture that would better support our transfer mission.**

**To work towards increasing the number of students who transfer to baccalaureate-granting institutions, particularly students from underrepresented groups.**[2]

## AREA ONE: COLLEGE LEADERSHIP

To achieve the overall goals of the Plan, the college leadership should coordinate efforts to create a college culture to better serve our underrepresented students. The leaders from the college community - faculty, administrators, Classified staff, Trustees, and students - need to work together to accomplish the goals identified in this area. The college leadership should heighten the awareness of transfer for all college personnel, and coordinate transfer activities at the college. The college leadership should encourage all college personnel to inform CCSF students of the value of transferring to a baccalaureate-granting institution and earning a BA/BS degree. The college leadership should encourage the hiring and assigning of faculty, staff, and administrators who support transfer, and develop a staff development plan to foster involvement in transfer activities. The college leadership should help to improve access to and accuracy of transfer information, and support the college's research efforts in the area of transfer education.

This area focuses on the main issues identified by the committee under College Leadership. Following the issues are the goals, strategies and actions which address these issues.

*Issue:* College leadership needs to coordinate the collegewide support for the transfer mission. Transfer is an institution-wide function to be addressed by all groups and all activities at the college.

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[2]Underrepresented groups include: African Americans, Latinos/Chicanos, Filipinos, Native Americans, low income students, students with disabilities, re-entry students, older adults, and other non-traditional students. As the goals of the Plan are achieved and we begin to increase the numbers of students from underrepresented groups who transfer, the activities designed for these students may change.

**Goal 1:** **Heighten the awareness of transfer as a priority function for all college employees, and teach the value of transferring to a baccalaureate-granting institution to CCSF students.**

*Strategy:* Obtain **support for the Transfer Enhancement Plan** from all segments of the college community during the 1997/98 year.

*Actions:*

1. Solicit input from all segments of the college community using the normal shared governance process to revise the draft.
2. Submit the Plan to the Board of Trustees during the 1997/98 academic year for approval.
3. Disseminate the transfer information as outlined in various parts of the Plan to emphasize the value of transferring to a baccalaureate-granting institution.

**Goal 2:** **Create planning and coordination at an institutional level including a timeline for implementation of activities.**

*Strategy A:* **Assign the appropriate personnel** in the college a specific part of the transfer process to implement with faculty and staff.

*Actions:*

1. Ascertain transfer activities at the department and school levels.
2. Relate student goals and transfer status of courses to college scheduling. (e.g., by expanding the offerings of transfer courses in the late afternoon and / or in the evening) (See page 17 for a similar action plan)
3. Evaluate the reporting line of the Transfer Center Coordinator to see if the current process promotes campuswide coordination of transfer efforts.
4. Re-establish a transfer advisory committee composed of faculty, students, staff and administrators to advise the *Transfer Center * (terms denoted with an * are defined in the Glossary of Terms).*

*Strategy B:* Retain the **Transfer Task Force** composed of faculty, staff, administrators and students to monitor the implementation of the strategies outlined in the Transfer Enhancement Plan.

*Actions:*

1. The responsibilities of the Transfer Task Force should include:
   a. Monitoring, updating and refining the strategies outlined in the Transfer Enhancement Plan.
   b. Ensuring that the college's instructional plans (e.g., the Strategic Plan, Technology Plan, Student Equity Plan) and other instructional efforts support the transfer goal as strongly as possible.
   c. Identifying effective transfer mechanisms in the "Cultures of Success" study, and distributing the study widely.

**Goal 3:** **Encourage hiring faculty, staff and administrators who support the transfer function at the college.**

*Strategy:* Following established procedures, **recruit and hire** the appropriate faculty, staff and administrators to accomplish this goal.

*Actions:*

1. Recruit more new faculty members, both instructional and student services, from under-represented groups in accordance with principles of equal employment opportunity and prevailing law.
2. Recommend hiring and assigning one full-time faculty on reassignment or one full-time management assistant to the Dean of Student Activities. Part of this person's responsibilities will include coordinating an annual "Summit on Success" (a one day workshop for first time college students) as well as completing transfer activities for students.
3. Encourage and promote the hiring of faculty, staff and administrators (following established hiring procedures) who are bilingual, bicultural or who have "bicultural living experiences" when such attributes are bona fide occupational qualifications.

**Goal 4:** **Create and implement a staff development plan for faculty, staff and administrators that will foster involvement in the transfer process at the College.**

*Strategy A:* Create a Transfer / Instructional Innovation theme for future **Flex Day** activities.

*Actions:*

1. Present a keynote speech by the Chancellor on the college community's role in the transfer process. The speech could focus on students from underrepresented groups and the need for transfer.
2. Plan a Partnership Programs Panel to discuss transfer (counselors working with teachers and vice versa).
3. Invite representatives from Historically Black Colleges and Universities, and Hispanic-serving institutions to speak.
4. Present the findings of the Cultures of Success project.
5. Provide updated transfer information packets for all college staff (include transfer issues and admissions policies).
6. Offer a student perspective from former CCSF students who have transferred.

*Strategy B:* Develop **faculty, staff and administrator sensitivity** to transfer, focusing on understanding the college's transfer function and enhancing a climate which supports transfer.

*Actions:*

1. Present transfer-oriented activities and efforts currently on-going at the college to new faculty members at their orientation.
2. Develop a broader understanding of SCANS (Secretary of Labor's Commission on Achieving Necessary Skills) Competencies and their potential utility for transfer students. (A list of the SCANS Competencies is included as Appendix B)
3. Institute collegewide staff development workshops on the transfer process with an emphasis on "customer" service, faculty mentoring, and providing a positive environment for students. Include the workshops in new faculty orientations, in-house training, transfer across the curriculum activities, community transfer activities and family events.
4. Define the elements of the transfer pipeline from SFUSD, CCSF and at the transfer institutions, and identify the roles of counselors, advisors, faculty, administrators and staff throughout the pipeline.
5. Assign the function of coordinating the college's publications on transfer to a specific individual or office.

**Goal 5:** **Improve access to and accuracy of transfer information to students, college personnel, prospective students, parents and the community in the college's publications such as the CCSF Catalog and The Guardsman.**

*Strategy:* Broaden the extent of transfer information currently available in the **college's publications.**

*Actions:*

1. Inform students of the benefits of buying the catalog and understanding the requirements outlined in the catalog.
2. Include transfer information in the catalog, time schedule and the student handbook (on-line and hardback):
   a. List department chair and faculty advisor names, offices and phone numbers in both the catalog and time schedule.
   b. Include Transfer Center information in the time schedule.
   c. List *CAN* * numbers in the catalog and whether courses are UC / CSU transferable.
   d. Include a brief statement in the catalog and the time schedule at the beginning of the course announcements of each department discussing transfer as well as occupational opportunities in each department.
   e. Include a brief statement in the catalog and time schedule explaining how counselors, faculty advisors, and all CCSF staff in general can assist students in achieving their transfer goals.

3. Publish the names of the colleges that students will be attending when they transfer (in the Guardsman, City Currents, in the Graduation Ceremony program).
   a. Investigate ways of obtaining transfer information from students (e.g., through transcript requests).
4. Devote a section of City Currents to faculty and staff accomplishments and / or concerns regarding transfer (include policy developments and / or changes, success stories, tips).

**Goal 6: Provide the College with ongoing research in the area of transfer education.**

*Strategy:* The Office of Research and Planning will serve as the coordinating office for **proposed research activities** regarding transfer.

*Actions:*

1. Identify the students who transfer to individual public and private colleges, as well as to out-of-state colleges.
2. Create an exit interview for "leavers" (students who transfer, earn a degree or certificate, or drop out)
   a. Assess the reasons why students do and do not transfer from the interview results.
   b. Identify factors that either help or prevent students from achieving their goals.
3. Assess English and Math course completion rates and determine the impact on transfer.
   a. Compare our English and Math course completion rates with other colleges with similar student populations.
   b. Investigate the reasons why some CCSF students go to other Bay Area colleges to complete their English requirements.
4. Identity potential programmatic bottlenecks in the transfer process.
   a. Investigate current placement mechanisms and procedures and their effect on transfer; if warranted, explore alternative placement mechanisms.
   b. In cooperation with the ESL, English and Math departments, examine the following factors and their relevance to CCSF's efforts to increase the transfer rate: sequence of courses; number of units attempted; knowledge of access points in each discipline's ladder; and student feedback.
   c. Investigate strategies to lower drop out rates.
5. Attain student feedback for all transfer programs, both established and pilot programs.
6. Identify students who are transfer eligible (students who have completed a certain number of transferable units), inform these students of their status and determine why they have not transferred.
7. Work with departments and programs at CCSF to contact other colleges that have transfer-incentive programs and evaluate them in terms of CCSF applicability.
8. Work with other community colleges in the state to urge transfer institutions to disseminate information on transfer students by department and program.

## AREA TWO: ACADEMIC PROGRAMS

Academic programs are defined as the curricula of transfer-oriented departments as well as the transfer-oriented components of vocational programs. The college's academic programs should be designed with the ability to: (a) attract students to City College for transfer; (b) attract current students who have previously not considered transfer; (c) move students efficiently towards their transfer goals; and (d) adequately prepare students for successful transfer. The college should also be concerned with enhancing our ability to promote the academic programs, and to encourage the progress of students. And, while the college's academic programs should promote transfer in general, they should be designed to specifically enhance diversity in the transfer population.

This area focuses on the main issues identified by the committee under Academic Programs. Following the issues are the goals, strategies and actions which address these issues.

***Issue:*** The college's academic programs should always enhance the students' ability to transfer, particularly students from underrepresented groups.

**Goal 1: Enhance the attractiveness of our academic programs for transfer students.**

*Strategy A:* **Endorsement:** Use faculty and students who have been accepted for or have completed transfer, particularly those faculty and students from underrepresented groups, to explain and endorse our programs.

*Actions:*

1. Ask the faculty to supply the names of successful transfer students who would be good representatives of the college. Compile a roster of these as well as faculty members who would represent the college.
2. Utilize these students and faculty to explain particular academic programs at high schools and community forums.
3. Videotape these students and faculty to utilize their positive experiences in various forums to encourage transfer and endorse the college's transfer programs.

*Strategy B:* **Recruitment:** Maintain an active recruitment / monitoring / follow-up program to draw transfer-bound students from the high schools, from programs such as the *African American Achievement Program (AAAP)* * and the *Puente Project* *.

*Actions:*

1. Maintain an annual schedule of high school visits using academic program representatives.
2. Follow up high school visits with mailings that (1) demonstrate the monetary and educational benefits of completing the first two years of their college education at CCSF, and (2) provide specific program information with the phone numbers of contact people.

3. Invite high school students where feasible to participate in CCSF programs while still in high school.
4. Diversify the high school / college connections to extend beyond the current *X-L Program* *. Include more concurrent enrollment plans, tech-prep plans, and *2+2+2 plans* *.
5. Develop an active connection between current students in programs, such as AAAP and Puente, and faculty in other transfer programs.
6. Mount an advertising campaign asking people in business if they have reached their full potential, and suggesting professional status through a transfer program at CCSF.

*Strategy C:* Expand our **sister-school relations with high schools** to attract students planning to obtain a baccalaureate degree.

*Actions:*
1. Develop faculty-to-faculty ties in order to share resources.
2. Expand programs like "*Learn To Earn*"* as avenues for students to CCSF.

*Strategy D:* Establish **sister-school arrangements with baccalaureate-granting institutions**, particularly with institutions that are attractive to students from underrepresented groups.

*Actions:*
1. Establish contact and initiate agreements between the leadership of CCSF and the sister colleges at the highest level.
2. Where possible, identify a CCSF faculty member to act as the representative of the sister college, preferably one of their alumni.
3. Establish advantageous transfer agreements for our students to transfer to sister colleges. Explore, for example, guaranteed admission programs, CCSF units that might count as upper division credit, and special financial aid arrangements.
4. In Actions 1, 2 and 3 above, focus on colleges that are particularly attractive to students from underrepresented groups such as Historically Black Colleges.

*Strategy E:* Investigate **honors programs** that may provide transfer incentives and be attractive to students from underrepresented groups.

*Action:*
1. Investigate and, if possible, establish an Honors Program which prepares students for transfer opportunities as one of the program's functions.

*Strategy F:* Seek additional **guaranteed-admissions programs** for key transfer institutions.

*Action:*
1. The Transfer Center coordinator/counselor will initiate contact with UC institutions to institute guaranteed-admissions programs. (e.g., programs at UC Davis, UC Santa Cruz, and UC Riverside)
2. Contact CSU campuses other than SFSU to establish guaranteed-admissions programs.

**Goal 2:** **Move students more effectively through the academic programs to transfer.**

*Strategy A:* **Eliminate bottlenecks** with curriculum reform, alternative instructional methodology, and communication about scheduling.

*Actions:*

1. Provide incentives for departments / schools for program innovations, such as curriculum reform and alternative instructional methodology, which increase retention and persistence in bottleneck courses.
2. Expand supplemental instruction and other special measures in courses that constitute bottlenecks.
3. Improve communications between departments regarding scheduling key transfer requirements.
4. Coordinate tutoring with core courses of a discipline required by all transfer institutions.

*Strategy B:* Increase the **use of technology** where possible to assist students in the accomplishment of transfer courses and programs.

*Actions:*

1. Explore providing software and computer facilities to allow incoming students to enhance their skills that determine course placement (e.g., practice tests for placement in Math and English courses). Pilot the software with Noncredit students transitioning to Credit.
2. When and where possible, provide software and computer facilities that would normally be available to lower division students at our transfer institutions.

*Strategy C:* Emulate and expand the **successful elements of transfer programs** such as the African American Achievement Program (AAAP), and the Puente Project.

*Actions:*

1. Where possible, employ and expand elements to reach students from underrepresented groups we currently are not serving.

**Goal 3:** **Ensure that academic programs adequately prepare students for transfer.**

*Strategy A:* Departments should provide proper lower division preparation in our academic programs to meet the needs of **upper division programs**.

*Action:*

1. Continue and expand the annual review of articulation agreements by departments in conjunction with the articulation officer for the purposes of insuring that (1) articulation agreements exist for all major transfer institutions and (2) departmental offerings meet the lower division requirements of our transfer institutions as much as possible.
   (Note: Departments do not currently review articulation agreements on an annual basis.)

*Strategy B:* Identify and publicize the **pathways to transfer** for individual students in individual disciplines.

*Actions:*

1. Provide for a self-identifying process in which students can establish an affiliation with a particular discipline.
2. Encourage departments to identify students who express a preference for a particular discipline, and to contact and mentor the students through the transfer process.

**Goal 4: Promote and communicate programs that lead to transfer.**

*Strategy A:* Institute **departmental and/or school workshop series** to inform students about careers in associated disciplines, about the nature of the transfer program, and about job opportunities in the disciplines.

*Action:*

1. Establish a workshop in each school in which departmental representatives and liaison counselors work together to describe the nature, requirements and career opportunities of their disciplines. Invite working professionals, particularly those from underrepresented groups, to attend and participate in these seminars. Incorporate a component of the seminar for students who are undecided about their goals. Investigate the possibility of running these seminars on a positive attendance basis.
2. Investigate the revitalization of *Guidance T* * in order to make it a transferable course.

*Strategy B:* Promote transfer through **student clubs** in individual disciplines.

*Action:*

1. Encourage departments to expand departmental clubs for students in individual clubs for peer support of transfer and the dissemination of transfer information. Provide these clubs with faculty sponsors and space to hold meetings.

*Strategy C:* Increase faculty involvement by **providing faculty with transfer information** for their department / discipline.

*Actions:*

1. Provide short in-service training sessions for department personnel in the Transfer Center.
2. Encourage departments to identify one faculty member to serve as a liaison to the Articulation Office and the Transfer Center in order to disseminate transfer information to all department faculty.
3. Have faculty members disseminate transfer information in their classes.

*Strategy D:* Increase the quality and quantity of **faculty-student mentoring**.

*Actions:*

1. Encourage departments to:
   a. arrange for formal or informal mentoring of students by faculty in a discipline;
   b. provide students with detailed knowledge about the discipline, about preparing to transfer within a discipline and about upper division institutions; and
   c. assist students in matters outside the particular discipline by referring them to counselors for general advisement and by recommending other programs and services at CCSF.
2. Establish formal recognition of mentors with commendations and, if possible, financial incentives.

*Strategy E:* Review departmental transfer activities in the **Program Review** process.

*Action:*

1. Add a question to the Program Review document that encourages departments to review and list their transfer activities, and indicate future plans for the enhancement of transfer.

## AREA THREE: RETENTION / STUDENT SUPPORT SERVICES

To achieve the overall goals of the Transfer Enhancement Plan, students should be encouraged to participate in activities that will help them clarify and accomplish an appropriate educational goal. Furthermore, the college should offer support services to assist students in this endeavor. Student Support Services should ensure that all students have equal access to and support in college programs needed to achieve their educational objectives. The college needs to expand student support services to reach more students and to provide more information in a friendly and effective manner with a goal of retaining students and helping them transfer. City College can improve retention by focusing on those institutional practices that assist students to identify themselves as successful students.

In order to accomplish this responsibility, the following goals need to be accomplished: 1) Increase faculty, student and staff awareness of programs and activities that support transfer; 2) Increase participation in activities that promote transfer success in our students; 3) Collaborate with other entities to promote transfer from City College; 4) Improve the services provided to students and the ways these services are provided.

This area focuses on the main issues identified by the committee under Retention / Student Support Services. Following the issues are the goals, strategies and actions which address these issues.

***Issue:*** Expand student support services to reach more students and to provide more information to students in a friendly manner with a goal of retaining them and helping them transfer.

**Goal 1:** **Increase faculty, student and staff awareness of programs and activities that support transfer.**

*Strategy:* Organize and **distribute transfer information** involving the student support services to the college community.

*Actions:*

1. Organize a discussion among program coordinators and student participants focusing on successful transfer elements of programs.
   a. disseminate information from the discussion to all interested parties.
2. Develop a directory / poster of student support services to be used by students as well as faculty, staff and administrators as a referral guide. (Please see Appendix D for a list of services and programs to be included.)
3. Develop a short, targeted survey to identify the successful transfer elements of the college's student support services (listed in Appendix D), and provide the information to the college community.

**Goal 2:** **Increase participation in activities that promote transfer success in our students.**

*Strategy:* Establish new and **expand current student activities** to support transfer.

*Actions:*

1. Provide role model "buddies" and tutors, using students who have recently transferred.
2. Develop a specific orientation for students who self-identify as transfer students, followed by a tour of the Transfer Center and the Career Development & Placement Center.
   a. Provide follow-up services to these students to help them become clear about their educational goals.
3. Develop a "most commonly asked" question and answer sheet on transfer related issues, and make it available throughout the campus and on the Internet.
4. Utilize all CCSF publications as well as CCSF Home Pages and clubs to disseminate information regarding transfer workshops, the Transfer Center's monthly schedule, etc.
5. Make transfer presentations to Associated Students Clubs as well as to community groups.

**Goal 3:** **Collaborate with other entities to promote transfer at City College.**

*Strategy:* Expand current activities as they relate to transfer in collaboration with **student clubs**, Associated Students, and other student leadership organizations.

*Actions:*

1. Plan transfer workshops for club members and student workers as part of their activity program and/or orientation.
2. Provide a comfortable environment for study groups and peer advising in which students assist one another in academic and transfer goals.
3. Sponsor speakers and programs highlighting success of underrepresented groups encouraging students to pursue their academic goals and inspiring them to do their best.
4. Assist students to take responsibility for their role in the transfer process with the help of college personnel, students, communities and families in defining and understanding access to transfer by organizing activities such as Student / Parent Nights, Campus Tours, and the "Summit on Success."
5. Encourage and expand club development and club activities.

**Goal 4:** **Expand fundraising so that additional finances will be available to assist students who wish to transfer.**

*Strategy:* **Provide financing** to establish scholarships and other opportunities in order to assist students to transfer.

1. Establish a fund on which clubs, departments and other organizations can draw for funding transfer activities (outside the Associated Students domain).

a. Expand fundraising activities to sponsor visits to relevant baccalaureate-granting colleges in which students might be interested and to develop workshops and conferences as appropriate. (e.g., Positive Black Images and African Student Union are sending delegations to the Atlanta University Center)

**Goal 5: Enhance the services provided to students and the ways these services are provided.**

*Strategy:* Provide more **user-friendly services** to students, and expand the dissemination of services through multiple methods.

*Actions:*

1. Examine the student services delivery system in relation to the location of services in order to make services more user-friendly for students.
2. Determine how Financial Aid policies and office staffing effect students who wish to transfer.
3. Determine how Admissions and Records policies and office staffing effect students who wish to transfer.
4. Use the student kiosks to provide transfer information to students.
5. Expand computer access for counselors to assist them in providing information and guidance to students (e.g., electronic educational plans).
6. Articulate CCSF courses with baccalaureate-granting institutions in California by utilizing *Project Assist* ®, the intersegmental computer-based information system currently used by 75 community colleges.

## AREA FOUR: ACCESS AND OUTREACH

To achieve the overall goals of the Plan, the college should improve access to transfer information for all members of the college and for the communities it serves. Outreach to high schools and the communities need to be undertaken in conjunction with the baccalaureate-granting colleges and universities to ensure a coordinated approach for increasing the number of students who transfer, particularly students from underrepresented groups. The college should improve communication throughout the college community regarding transfer in terms of the structure of the college, and in terms of processing through that structure. The college should develop outreach materials and have them available to all segments of the college and to the communities we serve.

This area focuses on the main issues identified by the committee under Access and Outreach. Following the issues are the goals, strategies and actions which address these issues.

***Issue A:*** Include all groups of students, particularly students from non-traditional and / or underrepresented groups, in the transfer function.

***Issue B:*** Further define and enhance a structure and process which supports students through the transfer process to the baccalaureate degree.

**Goal 1:** **To increase the student's ability to identify pertinent avenues of college transfer.**

*Strategy:* Assist college personnel, students, communities and families in defining and understanding **access to transfer in terms of programs and services**.

*Actions:*

1. Identify and develop appropriate delivery systems which support transfer students (e.g., offer more transfer courses at night, on Saturday and through telecourses; more transfer information via the Internet; and programs such as *PACE* * at Vista College). See page 5 for a similar action plan.
2. Inter-College Communication:
   Expand relationships with counterparts in community colleges and baccalaureate-granting institutions, especially institutions in the Bay Area (such as the Puente Project does).

**Goal 2:** **To increase the knowledge and awareness of the transfer process in our communities.**

*Strategy:* Assist college personnel, students, communities and families in defining and understanding access to **transfer in terms of a process**.

*Actions:*

1. Explain monetary options throughout the transfer pipeline, and include this information in financial aid / orientation materials for students and parents.
2. Increase efforts in educating students, communities and families about the transfer process by targeting specific communities (e.g., outreach nights for underrepresented groups).
3. Examine whether there are barriers to transfer in the placement / assessment process (e.g., in course sequencing).
4. Collaborate with the high schools to offer specific transfer orientations for self-identified high school students interested in transfer.
5. Work with the high schools to continue to provide pre-college support services and instructional services for targeted students in high schools.
6. Develop orientations and workshops to educate Noncredit students regarding Credit courses and the transfer process.

**Goal 3:** **To improve and expand the available resources and materials that support the CCSF transfer process.**

*Strategy:* Develop and distribute **outreach materials** for the college's transfer activities.

*Actions:*

1. Create a marketing plan with multilingual components, materials and calendars for targeted populations that includes: parents (especially at the high school level), and transfer alumni, and noncredit students.
2. Develop outreach materials for the CCSF home page, the Transfer Center home page and the student kiosks that support transfer activities.
3. Develop and implement transfer language models suitable for targeted populations.
4. Communicate the multiple roles of CCSF in increasing transfer rates.
5. Create a Transfer brochure for students, parents and the community that explains all aspects of transfer at CCSF.
6. Develop a Transfer Planning Guide similar to academic planning guides used at the UC campuses to help students map out the courses they need to transfer.
7. Inform students of the potential utility for transfer of the SCANS Competencies.

**TRANSFER ENHANCEMENT PLAN**
**Action Plan**

***Priority / Timeframe***
**Priority One:** **First Year**
**Priority Two:** **Second Year**
**Priority Three:** **Third Year**

***COLLEGE LEADERSHIP***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Support for the Transfer Enhancement Plan* | 1. Solicit input from all segments of the college community. | | | | |
| | 2. Submit the Plan to the Board for approval. | | | | |
| | 3. Disseminate transfer information as outlined in the Plan. | | | | |
| *Assign Implementation of Transfer Process to Appropriate Personnel* | 1. Ascertain transfer activities at the department and school levels. | | | | |
| | 2. Relate student goals and transfer status of courses to college scheduling. | | | | |
| | 3. Evaluate the reporting line of the Transfer Center Coordinator. | | | | |
| | 4. Re-establish a transfer advisory committee to advise the Transfer Center. | | | | |

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***COLLEGE LEADERSHIP***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Transfer Task Force* | 1. The responsibilities of the Transfer Task Force should include:<br>a. monitoring, updating and refining the strategies outlined in the Plan.<br>b. ensuring the college's instructional plans and roundtables support the transfer goal.<br>c. identifying effective transfer mechanisms in the "Cultures of Success" study. | | | | |
| *Recruit and Hire Appropriate Personnel* | 1. Recruit more new faculty members from underrepresented groups. | | | | |
| | 2. Hire or assign a full-time person to the Student Activity Program. | | | | |
| | 3. Encourage hiring personnel who are bilingual, bicultural or who have bicultural living experiences. | | | | |
| *Flex Day on Transfer* | 1. Keynote speech from the Chancellor. | | | | |
| | 2. Partnership programs panel. | | | | |
| | 3. Reps from historically black colleges. | | | | |
| | 4. Presentation on "Cultures of Success" project. | | | | |
| | 5. Provide info on transfer for all college staff. | | | | |
| | 6. A student perspectives from former CCSF students who have transferred. | | | | |

***COLLEGE LEADERSHIP***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Faculty, Staff and Administrator Sensitivity* | 1. Presentations on transfer-oriented activities to new faculty members. | | | | |
| | 2. Develop a broader understanding of SCANS Competencies and their utility for transfer. | | | | |
| | 3. Institute collegewide staff development on the transfer process. | | | | |
| | 4. Define the elements of the transfer pipeline from SFUSD, CCSF & transfer institutions. | | | | |
| | 5. Assign the coordination of the college's transfer publications to a specific office. | | | | |
| *College's Publications* | 1. Inform students of the benefits of buying and understanding requirements in the catalog. | | | | |
| | 2. Include transfer information in the catalog and time schedule:<br>a. list department chair, faculty advisor names, offices and phone numbers.<br>b. Include Transfer Center information in the time schedule.<br>c. List C.A.N. and whether courses are UC/CSU transferable in the catalog.<br>d. Brief statements by departments on transfer and occupational opportunities.<br>e. Statements explaining how staff can assist students with transfer. | | | | |

***COLLEGE LEADERSHIP***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *College's Publications (Cont.)* | 3. Publish the names of the colleges that students will attend when they transfer. | | | | |
| | 4. Devote a section of City Currents to transfer accomplishments and concerns. | | | | |
| *Proposed Research Activities* | 1. Identify students who transfer to public and private colleges, in CA and out-of-state. | | | | |
| | 2. Create an exit interview for "leavers". | | | | |
| | 3. Assess English and Math course completion rates and determine the impact on transfer. | | | | |
| | 4. Identify bottlenecks in the transfer process. | | | | |
| | 5. Attain student feedback for transfer programs | | | | |
| | 6. Identify students who are transfer eligible. | | | | |
| | 7. Contact other colleges that have transfer-incentive programs. | | | | |
| | 8. Work with other colleges to get transfer info. | | | | |

*ACADEMIC PROGRAMS*

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Endorsement* | 1. Compile names of transfer students and faculty who would represent the college. | | | | |
| | 2. Utilize these students and faculty at high school and community forums. | | | | |
| | 3. Videotape positive experiences of students and faculty to use in forums. | | | | |
| *Recruitment* | 1. Maintain an annual schedule of high school visits using academic program reps. | | | | |
| | 2. Follow up high school visits with mailings. | | | | |
| | 3. Invite high school students to participate in CCSF programs where feasible. | | | | |
| | 4. Diversify high school / college connections to extend beyond the current X-L Program. | | | | |
| | 5. Develop a connection between students and faculty in transfer programs. | | | | |
| | 6. Mount an advertising campaign for business people to see if they are interested in transfer. | | | | |
| *Sister-school Relations with High Schools* | 1. Develop faculty-to-faculty ties in order to share resources. | | | | |
| | 2. Expand programs like "Learn To Earn". | | | | |

***ACADEMIC PROGRAMS***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Sister-school Relations with Baccalaureate-Granting Institutions* | 1. Establish contact and initiate agreements btwn leadership of CCSF & sister colleges. | | | | |
| | 2. Identify a CCSF faculty member to act as a representative of the sister college. | | | | |
| | 3. Establish transfer agreements with the sister colleges. | | | | |
| | 4. In Actions 1,2 & 3, focus on colleges that are attractive to students from underrep. groups. | | | | |
| *Honors Program* | 1. Investigate and if possible establish an Honors Program that is attractive to students from underrepresented groups. | | | | |
| *Guaranteed Admissions Programs* | 1. The Transfer Center coordinator/counselor will initiate contact with UC institutions. | | | | |
| | 2. Contact CSU campuses other than SFSU to establish guaranteed-admissions programs. | | | | |
| *Eliminate Bottlenecks* | 1. Provide incentives to departments/schools for program innovations in bottleneck courses. | | | | |
| | 2. Expand supplemental instruction and other measures in courses that are bottlenecks. | | | | |
| | 3. Improve communications btwn departments on scheduling key transfer requirements. | | | | |
| | 4. Coordinate tutoring with core courses required by all transfer institutions. | | | | |

***ACADEMIC PROGRAMS***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Use of Technology* | 1. Explore providing software and computer facilities to new students to enhance their skills that determine course placement. | | | | |
| | 2. When and where possible, provide software and computer facilities that are available to lower-division student at BA/BS institutions. | | | | |
| *Successful Elements of Transfer Programs* | 1. Where possible, employ and expand (programs like AAAP and Puente) to reach students from underrepresented groups we currently are not serving. | | | | |
| *Upper Division Programs* | 1. Continue and expand an annual review of articulation agreements by departments. | | | | |
| *Pathways to Transfer* | 1. Provide for a self-identifying process in which students can establish an affiliation with a particular discipline. | | | | |
| | 2. Encourage departments to identify students who express such an affiliation, and contact and mentor them. | | | | |
| *Departmental or School Workshop Series* | 1. Establish a workshop in each school where departmental representatives and liaison counselors work together to describe career opportunities of their disciplines. | | | | |
| | 2. Investigate revitalizing Guidance T course. | | | | |

***ACADEMIC PROGRAMS***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Student Clubs* | 1. Encourage departments to expand departmental clubs for students. | | | | |
| *Provide Faculty with Transfer Information* | 1. Provide short in-service training sessions for departments. | | | | |
| | 2. Encourage departments to identify a faculty liaison to the Articulation Office and the Transfer Center. | | | | |
| | 3. Have faculty members disseminate transfer information in their classrooms. | | | | |
| *Faculty - Student Mentoring* | 1. Encourage departments to:<br>a. arrange for mentoring of students by faculty in a discipline.<br>b. provide students with knowledge of their discipline, and how to transfer in that discipline.<br>c. assist students in matters outside discipline by referring them to counselors.<br>2. Establish formal recognition of mentors with commendations and financial incentives. | | | | |
| *Program Review* | 1. Add a Program Review question that asks departments to review their transfer activities. | | | | |

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***RETENTION / STUDENT SUPPORT SERVICES***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Distribute Transfer Information* | 1. Organize a discussion among program coordinators regarding transfer. | | | | |
| | 2. Develop a directory/poster of student support services to be used as a referral guide. | | | | |
| | 3. Develop a survey to identify successful transfer elements in programs. | | | | |
| *Expand Student Support Activities* | 1. Ask students who have recently transferred to serve as role model "buddies" and tutors. | | | | |
| | 2. Develop orientations for self-identified transfer students. | | | | |
| | 3. Develop a "most commonly asked" question and answer sheet on transfer related issues. | | | | |
| | 4. Utilize newspapers, home pages and clubs to disseminate transfer information. | | | | |
| | 5. Make transfer presentations to Associated Students clubs and community groups. | | | | |
| *Student Clubs and Organizations* | 1. Plan transfer workshops for club members as part of their activity program. | | | | |
| | 2. Provide an environment for study groups and peer advising to develop where students assist one another. | | | | |
| | 3. Sponsor speakers and programs that highlight successes of students from underrepresented groups. | | | | |

***RETENTION / STUDENT SUPPORT SERVICES***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Student Clubs and Organizations (continued)* | 4. Assist students in taking responsibility of their role in the transfer process. | | | | |
| | 5. Encourage and expand club development and club activities. | | | | |
| *Provide Financing* | 1. Establish a fund that CCSF organizations can draw from for funding transfer activities. | | | | |
| | a. Expand fundraising activities to sponsor visits, develop workshops and conferences. | | | | |
| *User-Friendly Services* | 1. Examine the student services delivery system and location of services. | | | | |
| | 2. Clarify Financial Aid policies and their impact on transfer. | | | | |
| | 3. Clarify Admissions & Records policies and their impact on transfer. | | | | |
| | 4. Use the student kiosks to provide transfer information to students. | | | | |
| | 5. Expand computer access for counselors to assist them in providing info to students. | | | | |
| | 6. Articulate CCSF courses with BA/BS - granting institutions by using Project Assist. | | | | |

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***ACCESS AND OUTREACH***

| Strategies | Action Plans | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Access to Transfer in Terms of Programs and Services* | 1. Identify and develop appropriate delivery systems which support transfer students. | | | | |
| | 2. Expand relationships with counterparts in community colleges and baccalaureate-granting institutions. | | | | |
| *Transfer in Terms of a Process* | 1. Explain monetary options throughout the transfer pipeline, and include information in financial aid / orientation materials. | | | | |
| | 2. Increase efforts in educating students, communities and families about transfer process. | | | | |
| | 3. Examine whether there are barriers to transfer in the placement / assessment process. | | | | |
| | 4. Collaborate with high schools to offer specific transfer orientations for high school students interested in transfer. | | | | |
| | 5. Work with the high schools to continue to provide pre-college support services, and instructional services for targeted students in high school. | | | | |
| | 6. Develop orientations and workshops for Non-credit students regarding Credit courses and the transfer process. | | | | |

***ACCESS AND OUTREACH***

| Strategies | Actions | Priority / Timeframe | Resources | Responsible Units | |
|---|---|---|---|---|---|
| | | | | Lead | Support |
| *Outreach Materials* | 1. Create a marketing plan with multilingual components, materials and calendar for targeted populations. | | | | |
| | 2. Develop outreach materials for the CCSF and Transfer Center home pages and student kiosks that promote transfer activities. | | | | |
| | 3. Develop and implement transfer language models suitable for targeted populations. | | | | |
| | 4. Communicate the multiple roles of CCSF in increasing transfer rates. | | | | |
| | 5. Create a Transfer brochure for students, parents and the community. | | | | |
| | 6. Develop a Transfer Planning Guide to help students map out the courses they need to transfer. | | | | |
| | 7. Inform students of the potential utility for transfer of the SCANS competencies. | | | | |

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## GLOSSARY OF TERMS

**Accelerated High School Program (X-L):** A program where high school counselors identify and recommend those eleventh- and twelfth-grade students who, in the counselors' judgments, would succeed academically in University-level courses. Students so recommended may then enroll at City College if they meet the course prerequisites and if space is available. All such courses carry college credit which may be applied toward City College graduation for an Associate degree or transferred to another college.

**AAAP (African American Achievement Program):** A three semester program which prepares students to successfully complete English courses. Special sections of English 92, 94, and 1A, taught from an Afrocentric perspective, must be taken. The program also provides individual and group counseling and study skill information.

**CAN (California Articulation Number):** A course numbering system in use by postsecondary educational institutions in California. The system provides a cross reference course identification number for semester courses which are transferable, lower division introductory courses commonly taught on California college and university campuses.

**Guidance T. Orientation to College Transfer:** A course which provides students with information regarding different segments of higher education. The course covers: selection of a major; development of an academic plan (transfer contract); choice of appropriate college or university; and social and emotional transitional issues.

**Learn To Earn:** A joint program between City College of San Francisco and Galileo High School. CCSF faculty work with Galileo High School faculty to offer courses to students, mainly in health education. The program includes concurrent enrollment and a student support component.

**PACE (Program For College Adult Education):** An already-established program in the region and the state that combines telecourses with face-to-face seminars and classroom conferences for working adults. PACE is a way for working adults to complete their transfer core requirements within two and 1/2 years.

**Project Assist:** An intersegmental computer-based information system used to articulate courses between community colleges and baccalaureate-granting institutions in California. Currently, 75 community colleges utilize the Project Assist system.

**Puente Project:** An academic and community leadership program designed to increase the number of community college students transferring to four-year colleges and universities. Puente meets this goal through a writing, counseling and mentoring program taught and conducted by a specially trained English teacher and counselor.

**2+2+2 Plans:** Articulated programs linking high schools, community colleges and baccalaureate- granting institutions in specific career programs. A student can enter the workforce after the first two years of a career program (courses taken in high school) at an entry-level position. If the student continues at a community college for two more years, then s/he can enter the workforce at a mid-level position. If the student completes the last two years of the program, s/he will earn a baccalaureate degree and enter the workforce at a managerial level.

**Transfer Center:** Located in Room 132 of Science Hall, the Center provides numerous workshops on general transfer information, campus specific admissions requirements, application procedures, and tips on writing the autobiographical essay for the University of California. The Center also hosts several university representatives monthly, and provides information on various majors through articulation agreements.

## APPENDIX A

### Recommendations from *Transfer: Preparing for the Year 2000*
### A Report on the 1994 California Community Colleges Transfer Symposium

*Student Equity and Diversity in the Transfer Process*

1. Encourage efforts, at community colleges and transfer institutions, to assess and improve "campus climate" - particularly for underrepresented groups.
2. Encourage faculty and staff involvement in advising and mentoring students - and help faculty and staff understand that it's everyone's job to support individual student success.
3. Educate faculty and staff about cultural diversity and differences, about how to communicate with and understand others. Encourage experimentation with, and acceptance of, a variety of teaching and learning styles.
4. Encourage institutions to adapt to students, instead of continuing to force the adjustment of students to institutional traditions, practices, and assumptions.
5. Develop curricula and student programs and services that include the known elements of successful student support systems.
6. Support deeper research into both student success and failure, to find out what truly encourages student success and retention. Such research may also serve to debunk long-standing myths about underrepresented students.

*Community Colleges and Higher Education in California: What is the Evolving Role of the System in Ensuring Student Academic Success?*

1. Shape and share with the public a new vision of what higher education can be in California, and incorporate that vision into a new Master Plan. Redefine transfer as many possible functions - including the functions of moving on to vocational education and to work.
2. Support the development of a new leadership at all levels of California education, as private industry has successfully done. Develop education leadership which is comfortable with rapid and meaningful change.
3. Assess and discuss issues of educational access as determined by social class and economic status.
4. In reassessing the role of community colleges within California higher education, emphasize two fundamental principals - that the state needs a trained and educated work force, and that public education should be funded equitably.
5. In discussions of fundamental education reform, reassess the role of secondary schools.
6. Mobilize public opinion, at the grassroots level, to lobby the Legislature to support increased - not decreased - access to higher education in California. Emphasize that educational opportunity also includes "transfer" into quality vocational training programs.
7. Adjust the state's higher education institutions to meet student needs rather than attempt to adjust students to meet the needs of institutions. Switch the focus of education from teaching to learning.

8. Achieve cultural, ethnic, and gender balance among faculty and staff throughout all segments of California higher education.
9. Develop ways to customize the delivery of higher education in California, via new technologies and new teaching techniques, to meet the needs of the individual student - keeping in mind that 80 percent of community college students work either full-time or part-time.
10. Develop a three-year baccalaureate degree - a standard and a practice now fairly common in Europe - that can be offered at the community college level as well as at CSU and UC.
11. Avoid reliance on the University of California to meet the educational needs of traditional California Community College students. Explore new ways to provide quality education to those students.
12. Continue to support the concept of "lifelong learning" as an appropriate function of the community college, CSU, and UC systems.

*Ask the Universities: How Can We Work Together?*

1. Design and implement a mechanism to identify potential transfer students. Gather comprehensive and accurate information about both transfer student and potential transfer student populations.
2. Improve the dissemination of necessary information to potential transfer students regarding what they need to know in order to (1) transfer and (2) succeed in upper division course work.
3. Foster increased intersegmental faculty-to-faculty collaboration as a means to properly align lower division curricula with upper division.
4. Explore the potential uses of Electronic Data Interchange (EDI) and other technologies for providing students, counselors, admissions and records personnel, and articulation officers with information vital to successful transfer.
5. Encourage greater collaborative and cooperative effort among the segments of California higher education, in light of barriers to achieving student education goals (such as increased fees, enrollment pressures, fewer financial resources).
6. Continue and expand the annual Counselor Institute (Ensuring Transfer Success workshops).
7. Expand the number of major preparation agreements.
8. Improve and "polish" the academic image of the California Community Colleges among high school counselors and advisors, students, and parents - and in the community at large. No one wants the community colleges viewed as the "place of last resort" or as centers designed for the educationally "less able".

## APPENDIX B

### SCANS (Secretary of Labor's Commission on Achieving Necessary Skills) Competencies

I. **Resources**: Identifies, organizes, plans, and allocates resources

- A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money* - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

II. **Interpersonal**: Works with others

- A. *Participates as Member of a Team* - contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers* - works to satisfy customers' expectations
- D. *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interest
- F. *Works with Diversity* - works well with men and women from diverse backgrounds

III. **Information**: Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

IV. **Systems**: Understands complex inter-relationships

- A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

V. **Technology**: Works with a variety of technologies

A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies

B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

## APPENDIX C
## CCSF Student Support Services and Programs

1. **Counseling Services**
   a. *General Counseling*
      1. Transfer Center
      2. Re-Entry to Education Program
      3. Latina/o Service Center
      4. Gay and Lesbian Counseling
      5. Counseling for Athletes on Inter-Collegiate Teams
      6. International Students Counseling
      7. UC Berkeley Cooperative Admissions Program
      8. UC Berkeley Cooperative Enrollment Program
   b. *Special Student Service programs*
      1. Career Development and Placement Center
      2. Extended Opportunity Program and Services
      3. Counseling for students with disabilities
      4. Psychological Counseling Services
      5. Student Health Services
      6. Women's Resource Center
      7. Project Survive
      8. Student Activities Programs and Student Clubs

2. **Counseling and Teacher Partnership Programs**
   a. African American Achievement Program
   b. Math Bridge
   c. Puente Project
   d. Partnerships To Achieve Academic Success
   e. African American Retention Program
   f. Latina/o Retention Program

3. **Academic Support Services**
   a. Writing Success Project
   b. Write Place
   c. Writing Lab
   d. Academic Computer Lab
   e. Reading Lab
   f. Learning Assistance Center
   g. Study Skills classes
   h. Guidance classes

4. **Financial Services**
   a. Financial Aid Office
   b. Job Placement Center
   c. Scholarship Office
   d. Veteran's Affairs Office